

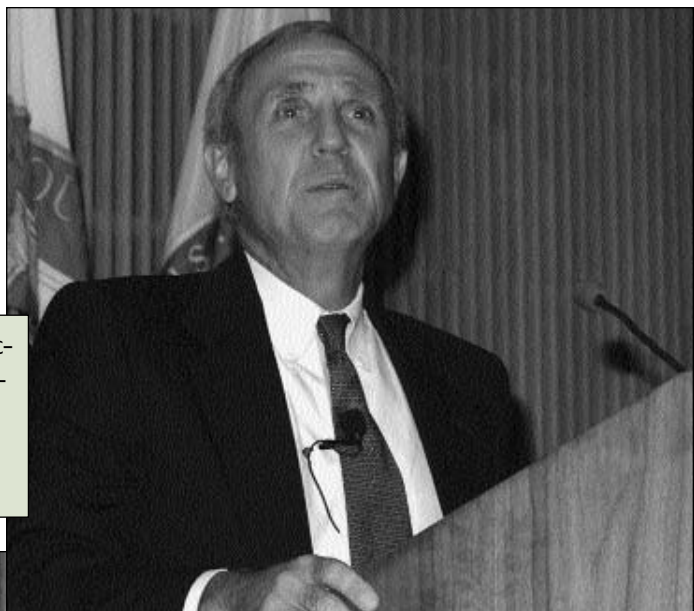
DAU Hosts Fourth DoD Chancellor's Conference

Learning, Leading, Leveraging

CHRISTINA CAVOLI

The fourth Department of Defense (DoD) Conference on Civilian Education and Professional Development was held Aug. 6-7, 2002, co-hosted by the Office of the Chancellor for Education and Professional Development and the Defense Acquisition University (DAU) at Fort Belvoir, Va.

tions and professional development programs for DoD civilians. Professional Military Education (PME) institutions, other DoD components, and colleagues from higher education institutions and business/industry were



John L. "Jack" Schrader, Director of Staffing and Compensation, Office of the Deputy Assistant Secretary of Defense (Civilian Personnel Policy).

Three Learning Tracks

The theme of this year's conference was "L3—Learning, Leading, and Leveraging," which focused on the need to reinforce the skills of the DoD civilian workforce through continuous improvement in these three aspects of educational institutions, professional development programs, and courses of instruction. In keeping with the conference theme, this year's participants could choose a variety of conference sessions from three concurrent informational groupings:

- **Learning:** To build the DoD educational community to develop a quality workforce.
- **Leading:** To enhance DoD civilian leadership to maximize workforce performance.
- **Leveraging:** To exploit education, training, and professional development to transform the DoD civilian workforce to meet emerging requirements.

Participants were invited from all DoD post-secondary educational institu-



Keynote speaker Gail H. McGinn, Principal Deputy Assistant Secretary of Defense (Force Management Policy), Office of the Under Secretary of Defense (Personnel and Readiness). "Human Resources are one of the hottest topics in the DoD," said McGinn. "It may have been considered of secondary importance in the past, but now everyone wants to fix the problem."



Cavoli is a freelance writer for Program Manager Magazine. She also publishes OSD's online newsletter, AI Today.

also invited to attend. Over 400 professionals registered for the conference.

Organizing the conference into three concurrent informational groupings—Learning, Leading, and Leveraging—allowed participants to focus on the areas most relevant to their needs. The plenary and track sessions for each of these areas included speakers from government, business, industry, and higher education. Additionally, this year's conference heeded the call from previous years' participants to increase the opportunities for interactive events such as workshops, panels, and role-playing exercises.

Participants in the learning track could attend such interactive seminars as "Designing Instruction for Higher Levels of Learning" and "The Art of Teaching Online." Leading track seminars included "Managing Information Technology" and "Strategic Leadership in Education." For those interested in the leveraging aspects of education and training, seminars such as "Institutional Research Strategies" and "Institutional Measurement Workshops" were offered.

Keynote Address

The keynote address, "Vision and Need for Transforming the DoD Civilian Workforce," was presented by Gail H.

McGinn, Principal Deputy Assistant Secretary of Defense (Force Management Policy), Office of the Under Secretary of Defense for Personnel and Readiness. McGinn ex-

plained how training and development are helping to address DoD's human resources crisis. She also discussed the role of education, training, and professional development in deploying the *DoD Civilian Human Resources Strategic Plan for 2002-2008*.

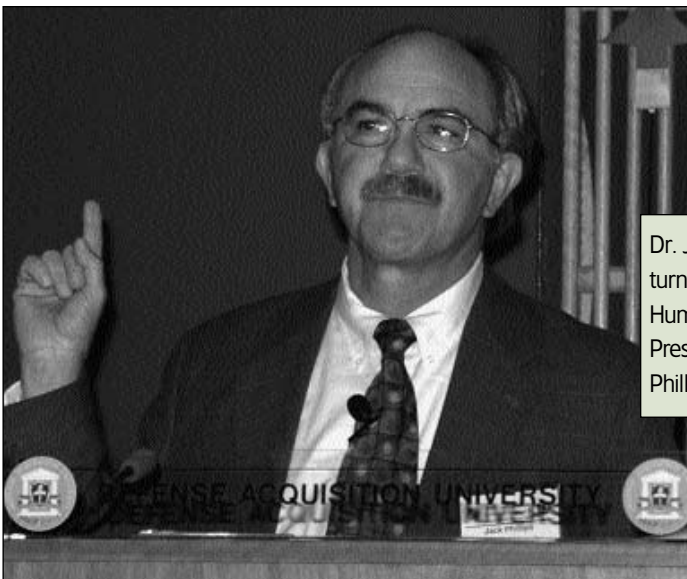
McGinn cited both the Quadrennial Defense Review and the President's Management Agenda as calling for skilled, motivated people to create a solid foundation for the DoD, and pointed out that improving the skills of both military and civilian workforces was considered a priority. The concept of "civilian training" is likely to become a specific issue, included as a line item in budgets and subject to review procedures.

The strategic management of human capital must consider the problematic effects created by the downsizing of the Department a decade ago, which include an aging workforce, increased layers of hierarchy that are too top heavy, and an imbalance of necessary skills. Additionally, many outdated policies still exist that were created to address a workforce that existed 50 years ago.

As an example of how the playing field has changed, McGinn noted that in the '50s, 70 percent of the DoD civilian workforce were at the pay grade GS-7 or lower, while today only 30 percent fall into that category.

Between 1989 and May 2001, the total strength of the DoD civilian workforce has fallen 36 percent—376,000 people. There has been a significant shift from clerical and blue collar to professional and technical job titles. The workforce has become more highly educated, but also older; nearly a third of all employees are over 51.

There are no easy solutions to tackling these issues. Challenges include the massive size of the DoD civilian workforce—over 800,000 employees worldwide—that makes it a difficult group to manage. The workforce is complex and decentralized, comprised of hundreds of different jobs and job skills. Such a large and complex workforce has created its own complicated bureaucracy,



Dr. Jack Phillips, an expert on Return on Investment (ROI) in Human Resource Initiatives and President and CEO of The Jack Phillips Center for Research.



and Dr. Jerome Smith, DoD Chancellor for Education and Professional Development.

DAU President Frank Anderson Jr.; McGinn;

DOD CIVILIAN PROFESSIONAL DEVELOPMENT

Fourth Annual Confer



Tory Failmezger, Global Initiatives, Inc., "Return on Investment Strategies."



Dr. Susan M. Gates, RAND, "Strategic Governance."



John Horn, DAU-DSMC, "Leadership 'Through the Experience of Others.'"



Lawrence M. Conley, Conley Consulting Group, "Corporate Workforce Investment."



Professor James Fredricks Volkwein, Pennsylvania State University, "Research/Decision Making."



Dr. James Belanich, Army Research Institute, "Identifying/Authenticating Online Learners."



Craig Runde, Chief Knowledge Officer of Learning Objects Network, Inc., "Developing Learning Objects."



Dr. James McMichael, Director, Acquisition Education, Training, and Career Development.



Patricia Phillips, Chairman and CEO of The Chelsea Group.

EDUCATION AND DEVELOPMENT CONFERENCE

ence, Aug. 6-7, 2002



Dr. John Ittelson, California State University at Monterey, "The READY Tool Decision Engine."



Dave Broadhurst, Director, National Geospatial Intelligence College, "Leadership in Transforming an Institution."



Dr. Karen W. Bauer, University of Delaware, "Institutional Research Strategies."



Dr. Kimberly Kelley, Center of Intellectual Property at the University of Maryland University College, "Copyright and Fair Use."



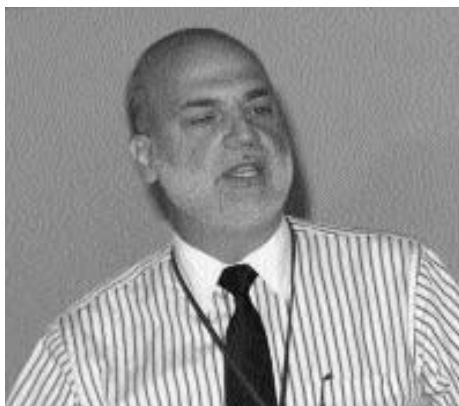
Dr. David Kaiser, Naval War College, "The 4th Turning: Reasoning from History."



Sabrina Christian, DAU, "Art of Teaching Online."



Dr. Steve Allen, Allen Academy of e-Learning.



John Roth, Deputy Comptroller for Program and Budget, DoD, "Surviving a Combined Program/Budget /Review."



Dr. Donald MacCuish, Air Command and Staff College, "Approaches to Instructional Development."

DOD CIVILIAN EDUCATION AND PROFESSIONAL DEVELOPMENT CONFERENCE

Patricia Israel, DAU, and Dr. Jerome Smith, DoD Chancellor for Education and Professional Development.



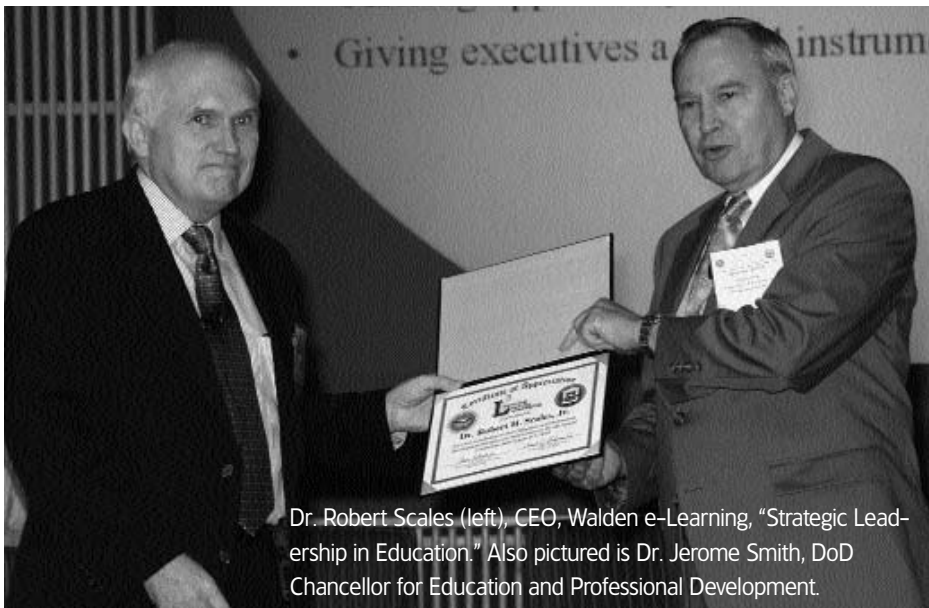
Dr. Stephen Zaccaro, George Mason University, "Distributed Authority: Lessons for the Classroom."



Dr. Carol A. Codori, Defense Finance and Accounting Service.



Dr. John R. Dill, Office of the DoD Chancellor for Education and Professional Development.



Dr. Robert Scales (left), CEO, Walden e-Learning, "Strategic Leadership in Education." Also pictured is Dr. Jerome Smith, DoD Chancellor for Education and Professional Development.



Dr. Robert Gest III, Deputy Director, Federal Executive Institute.

Brown Bag Forum on Education Opportunities through DAU Strategic Partnerships

A Strategic Partnership Panel and Brown Bag Forum on Education opportunities was held during the DoD Chancellor's Conference on Aug. 7, 2002, in Essayons Auditorium at the Defense Acquisition University (DAU) main campus, Fort Belvoir, Va.

The forum, chaired by Wayne Glass, Professor and Director for Strategic Partnerships at DAU, offered colleges and universities a chance to discuss how the Defense Systems Management College (DSMC) and DAU graduates may leverage DSMC and DAU courses toward degrees and certificates.

The partnerships that DAU creates with other academic institutions, corporate universities, and industry provide synergy and leverage capabilities that, with little or no capital investment, greatly increase the value of DAU courses. Other benefits of such partnerships include:

- motivating the acquisition workforce toward pursuit of more continuous learning activities;
- increasing the skills, knowledge, and abilities of the acquisition workforce;
- stimulating recognition of achievements by acquisition workforce members via commercial and academic certifications and degrees;
- leveraging creation of continuous learning opportunities by other institutions; and
- enabling more opportunities for members of the DoD AT&L workforce to earn

Wayne Glass, Professor and Director for Strategic Partnerships at DAU.



Continuous Education Units (CEU)—now required by acquisition policy.

For all these reasons, DAU has developed partnerships with institutions such as the University of Virginia, Johns Hopkins University, George Washington University, the Florida Institute of Technology, George Mason University, the University of Maryland, the University of Phoenix, American Graduate University, Mary Washington College, Catholic University of America, the University of Alabama at Huntsville, UCLA, Stevens Institute, Wilberforce College, Howard University, and the University of California at Irvine. Many new partnerships are currently being pursued at all of the DAU regional locations.

Ric Sylvester, Deputy Director, Office of Acquisition Initiatives, offered a view of how strategic partnerships tie in with the Under Secretary of Defense (Acquisition, Technology and Logistics) E.C. "Pete" Aldridge's goals for the DoD AT&L workforce. Creating a partnership with both academic and institutional entities allows the Department to accrue benefits for the workforce in a variety of ways: degrees and certifications that help careers, an opportunity to exchange insights and best practices with practitioners in the field, and extended opportunities for meaningful continuous learning.

Glass added to this perspective how strategic partnerships have helped DAU transform its learning environment to meet the needs of the workforce and provide increased training to a larger audience without increasing the training budget.

As one of Aldridge's fast-track initiatives, strategic partnerships are "green"—meaning the program is on-track and on schedule. The goal for the current fiscal year was to have 10 academic strategic partnerships firmly in place; as of July 2002, DAU has finalized 27 such partnerships, and there are almost 20 more in the pipeline.

Dr. Toni Ungaretti, Johns Hopkins University Professor and President of the Washington Area Corporate University Consortium (WACUC), spoke on how strategic partnerships can best fit into the corporate university environment. To create a successful partnership, Dr. Ungaretti empha-



Dr. Toni Ungaretti, Johns Hopkins University Professor and President of the Washington Area Corporate University Consortium (WACUC).

sized a need for collaboration on both sides from the inception of any program. While past partnerships have attained some success with cooperative efforts—offering classes at convenient times, attempting to meet corporate needs—meaningful strategic partnerships require that both institutions find a common area of interest and seek to address a common vision as a team. This type of partnership will create a process that is mission-centered, outcome-based, and change-oriented and accrue the benefits sought by the Department.

The panel also included several representatives from academic institutions, including Kim Scott from George Washington University/ESI International, the first academic partnership DAU formed; Dr. Joe Ferrara, Director of the Executive Masters Program for Georgetown University, a partnership that just began in August of 2002 and represents the first foray for Georgetown University into the arena of professional development and mid-career education; and Vince Grell, Associate Dean of Enrollment for the University of Phoenix, an academic partnership that offers over 100 campuses nationwide and many exclusively online programs.

When the panel concluded presentations, several schools were available to speak directly with students about what their programs had to offer.

How Can You Unclench a Fist?

According to Elliott Masie, internationally known futurist, author, consultant, and editor of *TechLearn Trends* Internet Newsletter, educators and professional developers must recognize that most people learn through formal and informal methods. A great deal of learning, Masie says, comes from informal methods such as interaction with peers and mentors, observation, or trial and error. Formal education has to be carefully and thoughtfully delivered to provide a meaningful training experience to the student.



To illustrate, Masie asked his audience at the 2002 DoD Chancellor's Conference to divide into pairs and have one individual from each pair make a fist. Then he asked the other person to try and open the fist in 20 seconds or less. After the time expired, Masie asked how many had been successful, and how they had succeeded. "Did anyone get the fist open by tickling the other person?" he asked. No one had tried

that method. "Did anyone offer a bribe to the other person?" he queried, holding up a dollar bill. No one admitted to that strategy. "OK—did anyone just ask the other person to open their fist?" he asked the crowd. Again, no one raised their hands.

"Are you saying," he asked incredulously, "that in a room full of education and development professionals, every single one of you went about this task in the most difficult manner—direct physical confrontation?" The exercise, he explained, showed how training could be ineffective and hinder rather than help the

student leverage the learning in a meaningful way. By the way the scenario was set up, and by the language used by the speaker ("Try and open the fist! You only have 20 seconds! On your mark, get set, go!"), listeners were not set up to think or explore strategies but to fulfill the artificial classroom "goal" as quickly as possible.

such as 57 different pay plans. Congressional fixes will be necessary to create programs that address the needs of the entire workforce and simplify management. Finally, any solutions to the human capital crisis must also achieve the goals of the DoD Transformation.

Several strategies are in the works to draw new talent into the DoD civilian workforce. DoD is being marketed as the premier employer in the Federal Government, and recruiting strategies are being employed to target all levels, from interns to upper-level management. A "Recruit on Campus" program is being developed to send emissaries to college campuses to illustrate the opportunities DoD can offer.

To retain workforce members, the DoD is employing several tools, including: paying for college degrees, paying for professional credentials, college loan repayment, recruiting and relocation bonuses, and elimination of dual compensation restrictions. As an example of the final category, since Sept. 11, 2001, retirees can return to work without losing their retirement pay.

A *Washington Post* article in July of 2002 stated that college graduates don't want to work for the government. Such jobs

were perceived as boring, inflexible, and old-fashioned; yet, after Sept. 11, there has been a surge of interest in government service. A Brookings Institute survey of federal workers since Sept. 11 showed that while most report their jobs are more demanding now, they believe their work to be more rewarding.

Studies have shown the importance of training to workforce morale. Employees report that training opportunities are their key to understanding that they are valued and worth the organization's investment. It is in this area that McGinn issued her call for action to conference participants. She urged listeners to establish and improve institutional academic excellence, especially in the arena of accreditation. Predicting that "evaluation in the budget process may soon be based on training," McGinn encouraged educators in the audience to find ways to measure their own performance as an important part of the ongoing dialogue about attracting and retaining a quality DoD civilian workforce.

The Future of e-Learning

Elliott Masie, internationally known futurist, author, consultant, and editor of *TechLearn Trends* Internet Newsletter, delivered a plenary address on "The Future of e-Learning." Masie, who heads

the MASIE Center, a think tank focused on how organizations can absorb technology and create continuous learning and knowledge within the workforce, addressed how people and organizations leverage technology as a tool for learning, knowledge, and performance. Attention was also given to how people can change their approaches and attitudes toward technology.

"Don't begin by throwing out old wisdom," cautioned Masie. As an example, he mentioned printed pamphlets from the '40s—still relevant—about how to train inexperienced women to work at airplane factories. "We already know a lot about how to train and educate," he said. "Our desire now is to create a deeply compelling experience that is memorable for the individual, but that is going to build on existing learning."

The playing field for a learning environment, he notes, has changed. Educators planning curricula can no longer take for granted a traditional classroom environment. The capabilities of e-learning via computer and communications innovations have opened many doors but also create new challenges for administrators; for example, a recent survey showed that during a training video teleconference, 73 percent of learners

eat or drink during the conference, and 54 percent work on another task—email, instant messaging, etc.—simultaneously. Training must be created that capitalizes on technological advances but also recognizes the new realities that accompany it.

Technology also provides scenarios that were previously impossible. Masie recalled talking to a servicemember about his pilot training; the pilot said that the critical element of his training was the “ability to fail.” The simulated flying experiences allowed the pilot to practice to the point of failure so realistically, that in the real world he could pull back and fly with much greater confidence. The new models of education, Masie stated, will indeed build on existing knowledge but also support performance and training in a way that was never before possible.

Masie concluded his presentation by asking participants how they had learned their current job. Most stated that a combination of contact with management and peers and formal training had prepared them for their current work. The speaker urged the audience to keep in mind that if the goal is learning, it must be leveraged.

Feedback to Prove Successful Training Initiatives

Another plenary address providing a framework for yielding concrete measures of training success was delivered by Dr. Jack Phillips, an expert on Return on Investment (ROI) in Human Resource Initiatives and President and CEO of The Jack Phillips Center for Research, an independent, leading provider of measurement and evaluation services to the global business community. This presentation addressed how the ROI process is being utilized in the public sector to provide eval-

DoD Chancellor for Education and Professional Development

Office of the DoD Chancellor for Education and Professional Development

This is the fourth conference on professional development presented by the DoD Chancellor's Office. In October 1998, DoD established the Office of the Chancellor for Education and Professional Development with the mission to serve as the principal advocate for the academic quality and cost-effectiveness of all institutions, programs, and courses of instruction that serve DoD civilian workers.

The Chancellor's Office was created in recognition of the emerging need to focus on professional development and training among the civilian workforce. With a civilian workforce of about 800,000, the DoD is one of the largest employers of civilians in the nation. In an era of streamlining, demographic change, low unemployment, and rapid technological change, the areas of education, training, and development play a critical role in maintaining and improving the quality of the DoD workforce and the defense infrastructure.

Improving training and educational opportunities directly addresses one of Under Secretary of Defense for Acquisition, Technology and Logistics (USD[AT&L]) E.C. “Pete” Aldridge's five goals: to improve the quality and morale of the acquisition, technology and logistics workforce, while addressing the large number of upcoming workforce retirements.

Dr. Jerome F. “Jerry” Smith has been the Chancellor for Education and Professional Development

since the inception of the office in 1998. Dr. Smith has been devoted to raising the quality of civilian education and professional development to world-class standards, fulfilling his mandate to ensure that the educational policies and requirements set by the functional areas are implemented at the highest possible level of quality, effectiveness, and efficiency.

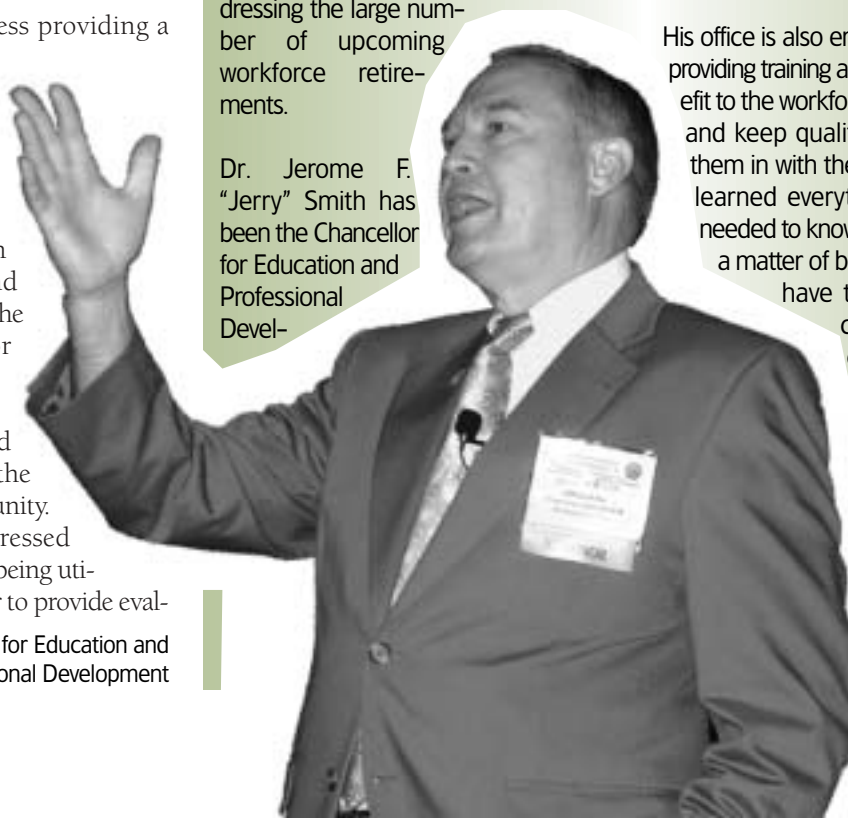
The position of Chancellor was established as a result of the November 1997 Defense Reform Initiative (DRI) report, which made specific recommendations for reducing DoD infrastructure and improving efficiency by adopting effective practices used in corporate businesses.

Upon accepting the position as Chancellor, Smith noted that military members and military dependents are very well educated by the Department, but civilian workforce education was not always equivalent. “My task,” stated Smith, “will be to ensure that the curricula, faculty, and academic operations of institutions meet quality standards to ensure that our civilian employees obtain the competencies they need.” Since then, Smith's office has focused on ensuring that every DoD training institution is accredited or actively pursuing accreditation.

His office is also emphasizing the idea of providing training and education as a benefit to the workforce: “We cannot attract and keep quality people if we bring them in with the belief that they have learned everything they have ever needed to know, and from then on it's a matter of being a practitioner. We have to engage in what is called continuing education.”

His approach to DoD civilian learning was and continues to be summed up in three words: “Never stop learning.”

—Dr. Jerome F. Smith



uation data, and took the audience through a step-by-step process of ROI, ending with some of the implementation issues facing public sector and non-profit groups.

Ten years ago, said Phillips, there was no pressure to show ROI on training investments, but as training and developing the DoD workforce becomes an increasingly hot issue, accountability becomes a concern. In other areas, the idea of ROI is often more tangible—shareholder value, profitability, bottom line contribution—but when applied to a non-traditional area such as education and training, it may seem more difficult to pull out the concrete contributions. Phillips offered a formal, balanced model to account for the impact of training and show its contribution.

An increased emphasis on measurement and evaluation is being driven by several factors, such as unclear training and development results, increasing training and development costs, and high-profile programs that create a need for proven results. Feedback from an ROI program can be very influential with decision makers who impact government programs.

The process proscribed by Phillips suggests that any measurement can be converted to a monetary value, be it as increased profit or in cost savings, as long as credibility is established. To that end, the ROI model carefully identifies and separates all intangible measures such as increased job satisfaction, improved teamwork, and reduced stress; and isolates any contributing outside influences

so that only the training impact alone is evaluated and measured. In non-revenue situations, Phillips reports, 85 percent of ROI studies show that there is a measurable return for every training dollar spent through output, quality, and cost savings.

As focus continues to increase on the training and professional development of the DoD civilian workforce, Phillips predicts a commensurate increase in the desire to measure and evaluate the success and profitability of these programs. ROI is a method of collecting and providing such feedback.

Editor's Note: More information about the DoD Chancellor's Office and programs is available at <http://www.chancellor.osd.mil>.

U.S. Army Activates Army Contracting Agency

Army Secretary Thomas E. White officially activated the Army Contracting Agency (ACA) today in a ceremony at the Pentagon.

The Agency, which has been provisional since May, centralizes much of the Army's installation contracting activities under a single headquarters, and is a part of the Army's overall effort to streamline its business and administrative processes.

According to its establishing document, the ACA will reshape Army contracting in order to eliminate redundancies, reduce management overhead and realign personnel to maximize efficiencies, improve quality of contracts, and ensure a small business emphasis.

The Agency will consist of two subordinate U.S. regions, five overseas contracting elements, an Information Technology and Electronic Commerce Commercial Contracting Center (ITEC4), and a headquarters located in Falls Church, Va. Contracting positions in the Army's major commands are being realigned under the ACA. No reductions in force or compulsory moves are planned.

A key benefit of the ACA is its ability to centralize large buys (over \$500,000), that are common Army wide, to save money and avoid duplication. For example, the ITEC4 will give the Army an enterprise-wide buying capability for common use information technology items and will provide consolidated customer support for IT.

As the ACA consolidates contracts to achieve savings, it will continue to provide maximum opportunities for small businesses to win Army contracts. The ACA implementation plan establishes a new Associate Director for Small and Disadvantaged Business Utilization and strengthens the network of small business specialists located at each level within the ACA.

The ACA concept plan maintains a chief of contracting at the installation level who serves as the principal business advisor to the garrison commander and the "single face" to installation customers for contracting support.

Full implementation of the ACA is scheduled to be complete by fiscal year 2006.

Editor's Note: This information is in the public domain at <http://www.dtic.mil/armylink/news>.